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17. ABSTRACT (MAX. 250 WORDS)

An orientation program was designed to assist pupils in developing attitudes, skills, habits, and understanding in work experience, and to provide actual job experience. Objectives were to offer a program for students 15 years of age who had been identified as potential early school leavers. Some of the expected outcomes were establishment of a real goal in life and achievement of work-study habits that would help them achieve their goal.

Features included an educational program individually tailored to meet the needs of each pupil, individual and group guidance for one period a day with emphasis on development of positive attitudes toward school and work, and employment for 20 hours per week in a governmental agency. The students were provided with counseling, and psychological and related school services.

Placements outside of the school included a Neighborhood House, the Zoo, and a Library. A description of one job for a stock clerk helper explained that the student would stock general supplies, unload the truck, file orders, answer the phone, and do general office work.

Materials and procedures used to orient the students included films, tests, field trips, and speakers.

Quotations from students, employers, and parents showed only satisfaction with the program. Some suggestions for future programs included job rotation, inclusion of older students, and expansion of work-experience opportunities to include private employment.

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BUFFALO, NEW YORK

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CLEARINGHOUSE
CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES
HARVARD GRADUATE SCHOOL OF EDUCATION

BOARD OF EDUCATION
BUFFALO, NEW YORK

JOSEPH MANCH
SUPERINTENDENT OF SCHOOLS

To the Members of the Board of Education:

I am pleased to present to you the first annual report on STEP (School-To-Employme..t Program) which is designed to prevent drop-outs by careful adaptation of their educational program and providing part-time jobs.

This progress report indicates that although the program has been in operation for a relatively short time, there is definite evidence of purpose and re-direction in the educational and vocational objectives of these "drop-out prone" students. It describes the achievement of students whose academic work is tailored to meet the needs of each pupil; who have intensive individual counseling and group guidance with a full-time STEP coordinator; who gain valuable work experience under supervision and earn money while still attending school. The program uniquely demonstrates that it is not only possible to identify the potential school drop-out, but that challenging experiments in education can be designed to salvage these individuals as possible high school graduates.

Although the total number of pupils in STEP is limited, this encouraging educational program demonstrates that a pattern can be developed to serve a larger number of divergent youth.

I wish to acknowledge the leadership given this project by Dr. Leighbody, Dr. Gitin and the three coordinators, as well as the cooperation of principals and teachers. I would also wish to recognize the assistance given by Dr. Beecher and Mr. Di Pasquale in connection with evaluation and in the preparation of this report.

We appreciate the opportunity which the State Education Department, and the State Division for Youth, have given us to participate in this program. We are additionally grateful for assurance of financial assistance on a matching basis to enable us to continue this special project.

Joseph Manch

Joseph Manch
Superintendent of Schools

August 22, 1962

TABLE OF CONTENTS

	Page
Highlights	1
Introduction	2
Program Objectives of S.T.E.P.	2
Expected Outcomes	2
Organization	3
A. Experimental and Control Groups	3
B. Relationship to the Normal School Program	3
C. Special School Services	4
D. Placement Arrangements	4
E. Liaison Activities with Work Station Supervisors	6
S.T.E.P. Advisory Council	16
Orientation Content	17
Evaluation and Findings	22
Summary	46
Appendices:	
A. Referral Sheet - Project S.T.E.P.	47A
B. Pupil's Agreement	48
C. Parent Agreement	49
D. Pupil Evaluation Report - Confidential	50
E. Time Card for Work Station	51
F. Training Report	52
G. S.T.E.P. Student Progress Report	53
H. Control Student Report	54

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BOARD OF EDUCATION
BUFFALO, NEW YORK

SCHOOL TO EMPLOYMENT PROGRAM

ANNUAL PROGRESS REPORT
1961 - 1962

JOSEPH MANCH
Superintendent of Schools

GERALD B. LEIGHBODY
Deputy Superintendent

LOUIS L. GITIN
Assistant Superintendent
Pupil Personnel Services

July, 1962

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H I G H L I G H T S

*** Formulated job specifications cooperatively with work supervisors of public agencies.

*** Designed an orientation program to assist pupils in developing attitudes, skills, habits and understanding in work experience.

*** Provided actual job experiences.

*** Enabled pupils to earn up to $14.00 a week while attending school and, at the same time, to earn a full unit of academic credit for their work experience. Thus pupils could return to a regular high school program with a full year's credit.

*** Provided job rotation opportunities.

*** Provided numerous field trips to business and industrial concerns to gain first-hand knowledge of a variety of occupations.

*** Improved job performance of students based on the judgments of work supervisors.

*** Developed in students a greater sense of purpose and direction with regard to school and the world of work.

*** Improved attendance of STEP students significantly over that of control group.

*** Strengthened emotional and social adjustment patterns.

*** Served the individual needs of these pupils more effectively through Pupil Personnel Services - the attendance teachers, visiting teachers, school psychologists and the guidance counselors.

*** Created more sympathetic understanding of the educational and vocational needs of the "drop-out prone" students.

*** Stimulated increased cooperation between the home and school through more frequent conferences.

*** Developed a favorable climate for STEP in the community.

INTRODUCTION

In the complex world of today, adequate educational and vocational preparation is essential to obtain and maintain a worthwhile place in life.

Accomplishment in any of life's goals is directly related to the amount of preparation and directed energy that is expended. Every year, hundreds of thousands of young men and women discontinue their formal education before they have taken any real steps towards a reasonable goal. The early school leaver is ill-prepared for the world of work. Not only does this result in a loss to the individual, but in the face of the increasing necessity to develop our technology and a responsible citizenry, the loss to the community and the nation reaches serious proportions.

Today, because of technological advancement, unskilled and even some semi-skilled jobs are becoming fewer and fewer. Therefore, there is less and less room for the uneducated and unskilled worker.

A major problem confronting educators throughout America is how to prevent young people from discontinuing their education. In an effort to solve this problem, the Buffalo Public Schools are participating in a "School To Employment Program" (STEP) sponsored initially by the New York State Education Department and the Division for Youth. This project is also being conducted in six other large school systems in this state. While the overall objectives of STEP are similar in these communities, the pattern of organization in each city has distinctive features.

PROGRAM OBJECTIVES

The objective of the experimental Buffalo project in 1961-62 has been to provide a program for students 15 years of age who have been systematically identified as potential early school leavers. This program consisted of supervised work experience in public agencies and appropriate instruction in school.

EXPECTED OUTCOMES

1. Establishment of a real goal in life and a genuine desire to achieve it.

2. Achievement of work-study habits that will greatly improve the chances for success in the world of work.

3. Development of a concept of vocational values and the true meaning of good citizenship.

4. Improvement of cooperative relationships in the school, in the home and in the community.

ORGANIZATION

Under this plan, a School To Employment Program was organized and administered by the Pupil Personnel Services in the Division of Instructional Services. Well-defined objectives were formulated which called for close cooperation of coordinators with teachers, special school services, social agencies, and, most importantly, the parents.

Three units consisting of fifteen pupils each were organized at Genesee-Humboldt Junior High School, East High School and Burgard Vocational High School. Each unit was under the supervision of a full-time coordinator.

The two units at Genesee-Humboldt Junior High School and East High School were comprised primarily of students who were in attendance in each school respectively, while the unit at Burgard Vocational High School drew selected pupils from all the high schools.

EXPERIMENTAL AND CONTROL GROUPS

The criteria used in the selection of pupils for Project S.T.E.P. and the Control groups were based on the following considerations:

> Boys of 15 years of age who were having difficulty for reasons other than mental retardations; i.e., poor motivations, lack of vocational objectives, dislike of school subjects, low or negative parental expectations toward graduation,were selected. This type of student was identified by his manifestations of hostility toward school authority, poor attendance, poor social and emotional adjustment, truancy or failure not attributed to low academic ability. STEP coordinators examined pupil records, conferred with counselors and principals, interviewed pupils and their parents to insure proper selection of pupils for the program.

The purpose of identifying control group pupils was to provide a basis for comparing their progress with the progress of students in STEP.

RELATIONSHIP TO THE NORMAL SCHOOL PROGRAM

The STEP program was designed to meet the specialized needs of the "drop-out prone" student.

Unique features of the STEP approach were:

1. An educational program was individually tailored to meet the needs of each pupil. He studied English and social studies on his academic level and was permitted to choose an elective in keeping with his aptitudes and interests. The academic load was thus limited to three hours per day.

Relationship to the Normal School Program - continued

2. For one period each day he was given individual and group guidance with special emphasis on development of positive attitudes toward school and the world of work.

3. Each student was employed for 20 hours per week in a governmental agency and earned a stipend of $.70 per hour. This on-the-job training enabled the boy not only to earn money, but to learn job disciplines under the guidance of the work supervisor and the teacher-coordinator. Since this work experience program under supervision was an integral part of the modified STEP curriculum, a full unit of credit was allowed.

It was our philosophy in STEP to integrate and involve these students as fully as possible in the total activities of the school. STEP students attended classes with regular students and participated in various extra-curricular activities.

SPECIAL SCHOOL SERVICES

STEP students were provided with counseling, psychological and related school services deemed necessary to further the progress of individual students in the program. These services were coordinated and unified by a common bond to help the individual child meet his needs. Not only were the specialized skills of the psychologist, the guidance counselor, the visiting teacher and the attendance teacher brought to bear on the individual problems, but specialized remedial assistance in reading and other subject areas was also provided.

PLACEMENT ARRANGEMENTS

Since a major objective of STEP was to provide pupils with realistic experiences related to the world of work, placements were arranged primarily outside school. Students actually applied for the jobs, secured working papers, signed time sheets and followed other procedures related to normal job procurement.

Work stations were made available at the public agencies listed below:

Placements

Neighborhood House #1

Buffalo Zoo

Audio-Visual Department - City Hall

Humboldt Greenhouse

Delaware Barn-Delaware Park

Houghton Community Center

Cafeteria, #91 School

Cafeteria, Emerson Vocational High School

Clerk, Emerson Vocational High School

Library, #91 School

Board of Education Warehouse

Community Center, Hennepin Park

Jubilee Gym

Delaware Park Casino

Mail Desk-Board of Education - City Hall

Carnivale Center P.A.L. and Golden Age Center

Kensington Heights Golden Age Center

Richmond Senior Center

Police Athletic Leagues

LIAISON ACTIVITIES WITH WORK STATION SUPERVISORS

The teacher coordinator surveyed public agencies in Buffalo to provide job opportunities for the work-experience phase of S.T.E.P. Among the criteria for the selection of work stations were the following:

1. Positions conformed with provisions of the Labor Law.
2. Positions involved the development of habits, attitudes, and skills which could further the educational and vocational objectives of students in STEP.

After the positions were selected, the teacher-coordinator and work supervisor developed job specifications outlining the various responsibilities and duties to be performed in each position.

The job specifications for each position follow:

JOB DESCRIPTIONS

Assistant Zoo Helper

Perform a part of the general labor and operation of the zoo.

A. Grounds - maintenance

1. Cut grass
2. Clear walks
3. Pick up papers, etc.

B. Buildings - clean

1. Sweep floors
2. Wash windows
3. Assist in spraying, etc.

C. Animals

1. Clean pens and cages
2. Help prepare food

D. Act as a watchman.

E. Act as a guide to visitors.

F. Help with materials and records.

Stock Clerk Helper

A. Stock general supplies

B. Fill plumbing and electrical supply orders

C. Receive and check incoming stock

D. Unload truck

E. Distribute stock to proper department and bins

F. File orders

G. Record incoming and outgoing shipments

H. Answer phone and do general office work

I. Help keep offices clean

Assistant Skating Rink Attendant

A. Help maintain orderliness of property.

Rink, Club, Lockers, etc.

B. Work in store

1. Load and unload material
2. Sell
3. Help keep records

C. Assist in locker room

1. Give out lockers
2. Act as watchman
3. Help in ventilation

D. Rink

1. Help in maintaining order
2. Clean ice surface
3. Help with music
4. Assist in clearing the rink at closing time

Cafeteria Helper

Student employees help the regular employees in providing lunches to the public school children. This entails some minor production work, service of food, general clean up, and sanitation work.

Audio-Visual Aids Helper

The students assigned to the Audio-Visual Department assist with the clerical routine necessary to furnish the schools with different types of teaching materials. They check and file such materials when they are returned from the schools. This necessitates filling orders, keeping records and other related duties.

Junior Recreation Aide

A. Assist the recreation staff at the Community Recreation Center:

1. Help in conditioning and distributing athletic and recreation materials.
2. Assist in maintaining attendance records, league schedules and league standings. Help in officiating in games, tournaments, and contests.
3. Assist the Recreational Instructor and the Recreation Aides in the performance of his responsibilities to the community recreation and athletic program.
4. Assist the Custodian or Janitor in maintaining the premises. Duties include: sweeping and mopping floors, dusting, cleaning windows, keeping the sidewalk and steps clean from snow, dirt, etc.
5. Act as a watchman when needed.
6. Assist neighborhood recreation groups such as Boy Scouts, Little Leagues, Church groups, etc. as per request of the Community House Supervisor.

Paint Shop Helper

A. General assistance in paint shop:

1. Help keep materials in order
2. Keep shop clean
3. Secure materials for painters
4. Clean brushes and paint containers
5. Carry and line up furniture
6. Hand sand furniture
7. Rub and condition furniture for painting
8. Assist in clerical work

NO WORK WITH MACHINERY

Public and School Library Helper

Assists a Librarian by performing various duties in the library, such as replacing books in the proper section, working at the record desk to release and stamp return date on outgoing books and to check off incoming books, examining books to see if they have been damaged, checking records to see what books are overdue, sending overdue notices to book borrowers, and sorting books and magazines according to classification. May be concerned with given phases of library work, such as sorting and issuing bulletins, reports, manuals, technical books, or newspapers.

Greenhouse Laborer

A. Assist in keeping greenhouse and grounds clean and orderly.

1. Sweep floors
2. Clean walks

B. Help in growth and preservation of greenhouse vegetation.

1. Plant seeds
2. Water plants
3. Weed
4. Spray plants
5. Help regulate heat
6. Pot plants
7. Control insects and plant diseases

C. Assist in shipping and receiving.

D. Help in material handling.

E. Assist in the keeping of records.

In addition to working out job specifications with the work supervisors, the teacher-coordinator made periodic follow-up visits to discuss with them the individual student in terms of work habits, attitudes, relationship with co-workers, and other aspects of his work experience.

Each work station supervisor completed a detailed monthly training report, a rating scale type developed by our staff, relating to the progress of the student under his supervision.

These work reports were utilized for individual counseling and group guidance by the teacher-coordinator. In addition, the classroom teachers related these vocational experiences to their courses.

STEP ADVISORY COUNCIL

An Advisory Council was established to assist and guide the program. This council consisted of representatives of labor, business, education, social agencies, youth organizations and employment services.

The members met to discuss and evaluate the program and to offer recommendations. The council consisted of the following members:

Mr. Michael F. Blawat	Regional Representative, Division for Youth
Mr. John Hickey	Executive Director, Community Welfare Council
Mr. William Conable	Education Committee, Chamber of Commerce
Mr. Vincent Suitt	Buffalo Urban League
Mr. James Kane	President, Buffalo A.F.L.-C.I.O. Council
Mr. Alvin Keckeley	Senior Manager, N.Y. State Department of Labor
Dr. Joseph Manch	Superintendent of Buffalo Public Schools
Dr. Gerald B. Leighbody	Deputy Superintendent of Buffalo Public Schools
Dr. Louis L. Gitin	Assistant Superintendent Pupil Personnel Services
Dr. Edward Eagan	STEP Coordinator Burgard Vocational High School
Mr. Joseph Hawayek	STEP Coordinator Genesee-Humboldt Junior High School
Mr. Thomas Murdock	STEP Coordinator East High School

The functions of S.T.E.P. Advisory Council included the following:

1. Become familiar with all phases of the program.

2. Offer suggestions and comments.

3. View the program in action.

4. Build community acceptance of S.T.E.P.

5. Review the evaluations of the program and submit recommendations to the State.

ORIENTATION CONTENT

The students in each STEP unit met daily for one period with their teacher coordinator.

Sessions were primarily geared to overcome physical, social and emotional handicaps which characterize these divergent students and to develop positive and realistic attitudes toward education and the world of work. In this connection, it was necessary to develop new techniques, methods and materials.

An outline of the orientation topics, techniques and resource materials developed and utilized follows:

Orientation Content

I. Orientation

- A. Specific instruction on aims and objectives of S.T.E.P.
- B. Development of readiness to participate in this program.
- C. Definition of policies, procedures and agreements.
- D. Overview of program.

II. Personal Inventory

- A. Personality standards
- B. Awareness of ethical and moral standards
- C. Psychology of learning.
- D. Inter-personal relationships.
- E. Interests, aptitudes and abilities.
- F. Community responsibilities.

III. Academic Relationships

- A. How to study.
- B. Remedial reading.
- C. Value of common sense.
- D. Oral expression (tape recorder).
- E. Academic goals.

IV. Career Planning

- A. Exploration of vocational fields.
- B. Determination of individual's vocational aptitude.
- C. Educational and occupational plans.

V. On the Job Training

- A. Techniques of job procurement.
- B. Formula for job success.
- C. Supervisor - employee relationship.
- D. Value of team work on the job.

Materials and Procedures

1. Testing

   Kuder-Preference
   DAT
   Lorge Thorndike
   School Achievement Tests
   California Test for Mental Maturity
   Entrance Tests for Vocational Schools

2. Films and Film Strips

3. Field Trips

4. Field trip Information Sheet

5. Self - Evaluation Questionnaire

6. Occupations Course - "Guide for Teachers of Occupations"

7. Occupational Exploration Kit

8. Remedial Reading

9. Tape Recorder

10. "How to Head the Field" Records by Earl Nightingale

11. Speakers

12. Problem Solving Clinic with Brainstorming

13. Creative Thinking

14. Job Rotation Program

15. Library Instruction

16. Occupational Pamphlets

17. Group Dynamics and Counseling

Films and Film Strips

Popular Science Filmstrips
Managing Your Money Series
Test - Film Department
Mc Graw - Hill Book Company

1. Earning Your Money
2. Spending Your Money
3. Paying Your Bills
4. Making Money Work For You
5. Borrowing Money
6. Buying Insurance

Learning to Study Filmstrips

1.	Study Headquarters	#5210
2.	Getting Down to Work	#5213
3.	Using A Textbook	#5214
4.	Taking Notes in Class	#5216
5.	Giving A Book Report	#5218
6.	Writing A Research Paper	#5221
7.	Reviewing	#5223

Filmstrips on Occupational Information

S.V.E.

Exploring the World of Work, Part I
" " " " " , Part II
" " " " " , Part III

Coronet Films

How Honest Are You?
Am I Trustworthy?
How To Keep A Job
Improve Your Personality
Personal Qualities For Job Success
Choosing Your Occupation
How To Investigate Vocations
How To Be Well-Groomed

Encyclopaedia Britannica Films

Planning Your Career
Getting A Job
Office Etiquette
Office Teamwork

Books

Getting Ahead on Your Job

Let's Look at Careers

How To Get a Job and Keep It

Developing Your Character

High School is Your Challenge

Better Use of Leisure Time

Developing Friendships

How Friendly Are You?

How To Develop Interests

Shy Guy

As Others See You

EVALUATION AND FINDINGS

Since the STEP project has been in operation for only eight months, the extent to which the objectives of the program have been met, namely to increase employability and to encourage the completion of high school by drop-out prone students, may not be measured at this time.

A follow-up study will be conducted to ascertain what becomes of each student involved in the STEP project and the control group in order that their school progress and their readiness for the world of work may be compared and analyzed.

Table I on the following page presents selected personal data relating to each STEP student: his I.Q., job title and place of employment, a brief descriptive evaluation of the outcome, and other relevant data. An analysis of the work supervisors' ratings which appear in Table I indicate that over 75% of the students involved were rated average, above average, or superior. Viewed in the context of the initial attitudes, habits and competencies of STEP students, the job performance ratings of work supervisors are indicative of significant improvement and achievement on the part of these students toward one of the major objectives of the STEP program-to-increase employability of drop-out students.

The extent to which parents were involved provides a measure of home-school cooperation that was achieved within the framework of this program. Based on the data shown in Table I, it will be noted that a total of 177 parental contacts were made, an average of 3.6 parental contacts per pupil.

The descriptive remark recorded in Table I summarizes the educational and vocational goals of individual students based upon intensive case study. The increased purposiveness and redirection of students as revealed in these evaluations are highly significant since they indicate, on the whole, that there is greater recognition of the value of education and understanding of the world of work.

Table II which directly follows Table I, provides data on control group students who have been also identified as "drop-out prone" but who have remained in the regular school program.

Job Title	No. Weeks Employed	Work Supervisor's Evaluation	No. Personal Contacts	No. Subjects Enrolled	No. Subjects Passed	Per Cent Attendance	REMARKS
Zoo Aide	39	Above Avrg.	4	3	3	90%	Motivated by STEP to return to original high school and complete his secondary education; will apply after graduation for entrance into I.B.M. School to learn to wire computers.
Warehouse Aide	39	Above Avrg.	3	3	3	97%	Now appreciates the value of a high school education and has more self-confidence and perseverance. Through STEP he has a goal - to attend Erie County Technical Institute.
Snack Clerk Helper	18	Avrg.	3	3	3	97%	Has improved in self-discipline and wholesome relationships with his peer group in STEP; plans to complete his high school education and then pursue a career in the Marines.
Zoo Aide	16	Above Avrg.	4	3	3	85%	Prior to STEP, he was definitely planning to drop out of school and consequently did little school work and acted out his hostilities to school authority. In STEP, he passed all subjects and actually earned an additional unit by passing another subject without attending the class. He plans to graduate and attend Erie County Technical Institute.
Rec. Aide	10	Below Avrg.	3	3	3	71%	Has maintained a poor scholastic record in all the schools he had attended; in STEP, his academic work continued to be poor. He did feel assured after investigating job opportunities that he is really interested in becoming a barber and will go to a Barber School.
Rec. Aide	12	Above Avrg.	2	3	2	97%	Lacked a vocational goal; work-experience gave him self-assurance through association with co-workers. Through intensive counseling, he now has the desire to pursue a vocational course in boat building.
Junior Rec. Aids	16	Avrg.	4	3	2	87%	Originally characterized as a student with many school difficulties. He is emerging as a better adjusted pupil. Encouraged by his work-experience record, he plans to study carpentry at McKinley Vocational High School.

Table I

S. T. E. P. S T U D E N T

Case Number	Date of Birth	Date Entered Program	Date Left Program	Reason Left Program	I.Q.	Test	Public Agency Work Station
	7/30/46	1/4/62	6/22/62	returned to school	107	Otis	Buffalo Zoo
	1/29/47	1/4/62	6/22/62	returned to school	109	Otis	Park Dept., Maintenance
	9/16/46	1/4/62	6/22/62	returned to school	109	Ing. Thorndk.	Parks Dept. Warehouse
	5/15/46	1/4/62	6/22/62	returned to school	106	Otis	Buffalo Zoo
	9/14/46	1/4/62	6/22/62	returned to school	83	Otis	Jubilee Center
	1/6/46	1/4/62	6/22/62	returned to school	85	Otis	Memorial Community Center
	1/22/46	1/4/62	6/22/62	returned to school	88	Otis Beta	Community Center House #2

Table I

S. T. E. P. STUDENT

...ber	Date of Birth	Date Entered Program	Date Left Program	Reason Left Program	I.Q.	Test	Public Agency Work Station
	7/30/46	1/4/62	6/22/62	returned to school	107	Otis	Buffalo Zoo
	1/19/47	1/4/62	6/22/62	returned to school	109	Otis	Park Dept. Warehouse
	9/16/46	1/4/62	6/22/62	returned to school	109	Lrg. Thornk.	Parks Dept. Warehouse
	5/15/46	1/4/62	6/22/62	returned to school	106	Otis	Buffalo Zoo
	9/14/46	1/4/62	6/22/62	returned to school	83	Otis	Jubilee Center
	1/6/46	1/4/62	6/22/62	returned to school	85	Otis	Hennepin Community Center
	1/22/46	1/4/62	6/22/62	returned to school	88	Otis Beta	Community Center House #2

Stock Clerk Helper	18	Avrg.	3	3	3	95%	Came to STEP with "a chip on his shoulder". He is more friendly, attended school more regularly and will return to original high school.
Paint Shop Helper	18	Avrg.	3	3	2	94%	Applied himself more diligently while in STEP since he now has high school graduation as a goal and specific employment in a canvas factory as his life's work.
Zoo Aide	16	Above Avrg.	4	3	1	97%	Returning to his original high school with the intention of graduation; had a very good rating in his work-experience.
Skating Rink Asst. Attndt.	12	Avrg.	10	2	2	51%	A bright boy who did not adjust to a Technical High School program; had many personal problems which required frequent interviews and referrals while in STEP. He is determined to become a certified public accountant and will enroll in his neighborhood high school in a business course.
Rec. Aide	18	Above Avrg.	4	3	3	98%	Regarded by teachers and principal as a most difficult case with a consistent record of deviate behavior and underachievement. Definite improvement in attitudes; will go to summer school to make up academic deficiencies.
Labor Asst.	16	Avrg.	3	3	1	93%	Will return to original high school with a greater sense of responsibility; enjoyed and responded to recognition he received in STEP
Stock Clerk Helper	16	Avrg.	3	3	3	92%	There has been little improvement in his academic work but now he is motivated to return to the regular program because he is really interested in Art. This represents a change in his course based on a more realistic vocational objective - the field of commercial art.
Stock Clerk Helper	16	Superior	1	3	2	100%	STEP was instrumental in bringing about a change in attitudes and objectives of this boy. He had a previous record of truancy and his brother was a school drop-out. His work-experience afforded him opportunities to achieve superior work habits and to establish excellent relationships with co-workers. He plans to study carpentry or brick laying and attributes his success to STEP.

Table I (continued)

S. T. E. P. S T U D E N

	1/10/46	1/4/62	6/22/62	returned to school	98	Otis	Board of Education
	4/4/46	1/4/62	6/22/62	returned to school	105	Lrg. Thorndk.	Board of Education
10	2/1/46	1/4/62	6/22/62	returned to school	83	Lrg. Thorndk.	Buffalo Zoo
11	5/28/45	1/4/62	4/16/62	returned to school	117	Lrg. Thorndk.	Parks Dept.
12	1/6/46	1/4/62	6/22/62	returned to school	90	Otis Beta	Jubilee Center
13	7/7/46	1/4/62	6/22/62	returned to school	91	Lrg. Thorndk.	Parks Dept. Garage
14	2/16/46	1/4/62	6/22/62	returned to school	88	Otis	Board of Education Warehouse
15	9/9/46	1/4/62	6/22/62	returned to school	109	Otis	Board of Education Warehouse

Asst. Z					7		
	23	Below Avg.	3	3	2	95.5%	
	27	Below Avg.	4	3	3	97.6%	A considerable retardation problem in school; has difficulties with his peer group. In STEP, he was assigned to a work station away from school and his attendance and dependability improved; was awarded a bowling trophy for high game in school competition. He was accepted in an Electrical Course.
	24	Above Avg.	3	3	3	98.3%	Previously, he thought in terms of dropping out of school and becoming a laborer. Now he has set his goal on the Community Youth College and was accepted. He was related to a suitable work station to give him work experience related to his vocational objectives.
	23	Below Avg.	3	3	1	80.2%	Health, reading and absentee problem (weight 260 lbs.), retarded in his progress in school. His parents feel that STEP was responsible for a favorable change in their son's behavior. He has been promised a full-time job and will not complete his high school education.
Jr. Rec. Aide	2½	Below Avg.	2	3	0	84.6%	Poor record in school and the community was extremely poor and was referred to STEP after an attendance hearing. Continued that deviate behavior in school and on the job. The experiment to see if STEP could help this boy with previous contact with the law did not succeed; he was committed to a State Correctional Institution.

materials developed and utilized follows:

	1/24/46	3/22/52	6/22/52	[illegible]			
	2/25/46	3/22/52	6/22/52	[illegible]			
	1/23/46	3/22/52	6/22/52	[illegible]			
	3/1/46	2/29/52	6/22/52	[illegible]	9%		
	1/22/46	3/22/52	6/22/52	returned to school.	4%	[illegible]	
	12/29/45	3/22/52	6/22/52	returned to school 1/6/52 16	7%	[illegible]	
	10/1/46	3/22/52	2/7/52	went to N.Y.S. Coll. Tech.	3%	[illegible]	

[illegible] Helper	24	Below Avrg.	3	3	3	100%	A slow learner with traits of immaturity. STEP has helped him to overcome his feelings of inferiority. Supervised work-experience has oriented him to the job disciplines essential to the world of work.
Lunchroom Helper	24	Below Avrg.	3	3	2	97.3%	Financial problems in the family. The program provided him money to improve his personal appearance. Work-experience in school cafeteria exposed him to Quantity Food Preparation, a course he has decided to follow next year.
Office Clerk	24	Above Avrg.	3	3	2	97.3%	Entered program with physical, emotional and social handicaps. Slow but definite changes in behavior pattern were emerging. Intensive counseling and group guidance processes have helped him to strengthen his ego concept.
Laborer	24	Avrg.	3	3	2	99.1%	Slow learner who developed good traits in his work station; plans to pursue course in Welding.
Asst. Zoo helper	24	Supr.	7	3	2	93.0%	An underachiever with superior ability who acted out his hostilities to authority and hoped thereby to be dropped from school. Claimed this program (STEP) kept him in school; now aspires to become a doctor.
Jr. Rec. Aide	20	Above Avrg.	5	3	3	97.9%	His marks and attendance have improved; he attributes the change to the attainment of an educational goal - a College entrance Science Course.
Library Asst.	24	Avrg.	3	3	3	93.9%	Since STEP, he has abandoned plans to quit school. Will take a general course in high school. As a result of his work-experience in a school library, he seems interested in work and books.
Visual Aids Clerk	24	Above Avrg.	3	3	2	94.8%	In STEP, he progressed from being one of the most difficult boys to handle to one of the most cooperative. He was awarded a 1st place trophy in school athletic competition.
Kitchen Helper library Asst.	24	Supr.	3	3	3	100%	Both parents were school drop-outs and are pleased that their son wants to continue school. The job experience has motivated him to attend a vocational school.

Table I (continued)

S. T. E. P. STUDE N

	9/14/46	1/2/62	6/22/62	returned to school	84	Otis Beta EM	Cafeteria #9 & Emerson
	6/3/46	1/2/62	6/22/62	returned to school	81	Lrg. Thorndk.	Cafeteria Emerson Voc.
	8/10/46	1/2/62	6/22/62	returned to school	90	Lrg. Thorndk.	Emerson Voc
	9/21/45	1/2/62	6/22/62	returned to school	75	Lrg. Thorndk.	Humboldt Greenhouse
	9/21/46	1/2/62	6/22/62	returned to school	124	Lrg. Thorndk.	Buffalo Zoo
	11/14/46	1/30/62	6/22/62	returned to school	99	Lrg. Thorndk.	Neighborhood House #1
	7/5/46	1/2/62	6/22/62	returned to school	87	Calf. N.M.	Library School #12
	8/3/46	1/2/62	6/22/62	returned to school	94	Lrg. Thorndk.	Audio Visual Aids - City Hall
	11/26/46	1/2/62	6/22/62	returned to school	92	Lrg. Thorndk.	Cafeteria Emerson Library #8

Rec. Aide	2	Below Avrg.	4	3	2	100%	Returned to regular classes. The few weeks in SYEP taught him some of the realities of employment. He requested permission to return to his former schedule.
Mail Clerk Asst.	7	Avrg.	3	3	3	94.6%	Well-liked by his work supervisor but left SYEP to return to regular program to concentrate on a complete academic schedule.
Rec. Aide	20	Avrg.	4	3	3	95.1%	Supervised work-experience with a stipend enabled this boy to learn how to meet job requirements and to earn sufficient money to encourage him to stay in school.
Rec. Aide	20	Below Avrg.	5	3	3	100%	The program has contributed to the correction of some of his faults but he will require continued training to cultivate proper job discipline.
Rec. Aide	20	Below Avrg.	2	3	3	98.0%	Frequent counseling sessions and the friendly interest of the work supervisor helped him to obtain better self-understanding which improved his relationships in school and work.
Rec. Aide	6	Below Avrg.	5	3	3	96.5%	Planned to obtain full-time employment as soon as he was of legal age. The work experience phase of SYEP gave him an understanding of job disciplines. After 6 weeks in SYEP, he requested that he be placed in the former school program.
Rec. Aide	20	Below Avrg.	3	3	3	96.0%	The problem of this type of drop-out prone student is usually family - centered. Counseling helped his personal adjustment and raised the parental expectation toward continued education.
Greenhouse Aide	20	Above Avrg.	3	3	3	97.0%	The identity with SYEP improved his attitudes toward school. He requested that he remain in the same school to follow a business course.
Cafeteria Aide	13	Avrg.	5	3	2	94.3%	Better adjustment to school and peer group noted even in the limited time he has been in the program.
Rec. Aide	20	Avrg.	2	3	2	100%	Slow learner with blurred self-image; needs to continue in a modified work-experience program to meet the average work standards.

Table I (continued)

S. T. E. P. STUDENT

	4/26/46	2/1/62	2/14/62	returned to school	91	Lrg. Thorndk.	Hennepin Pk Rec. Center
	2/25/46	2/1/62	3/23/62	returned to school	111	Lrg. Thorndk.	Board of Education
	1/2/46	2/1/62	6/22/62	returned to school	82	Lrg. Thorndk.	Golden Age Center
	10/31/46	2/1/62	6/22/62	returned to school	89	Lrg. Thorndk.	Carnivale P.A.L. Center
	9/30/46	2/1/62	6/22/62	returned to school	83	Lrg. Thorndk.	Golden Age Center
	2/5/46	2/1/62	3/19/62	returned to school	93	Lrg. Thorndk.	Houghton Pk. Rec. Center
	5/13/46	2/1/62	6/22/62	returned to school	95	Lrg. Thorndk.	Jefferson P.A.L. Center
	3/19/46	2/1/62	6/22/62	returned to school	102	Lrg. Thorndk.	Humboldt Pk. Greenhouse
	6/19/46	3/19/62	6/22/62	returned to school	100	Lrg. Thorndk.	Seneca H.S. Cafeteria
	11/8/46	2/1/62	6/22/62	returned to school	79	Lrg. Thorndk.	Parks' Dept.

Rec. Aide	20	Above Avrg.	2	3	2	100%	As a recent transfer to the Buffalo Schools, he readily responded to STEP. He was elected President of his Freshman class.
Rec. Aide	16	Avrg.	3	3	3	98.8%	Earning money as part of his work-experience has helped the family to keep him in school and has given him a better outlook on his educational future.
Cafeteria Asst.	20	Below Avrg.	4	3	2	100%	Increasing his employability will depend on continuing counseling and job supervision in a modified school program with provision for work-experience.
Rec. Aide	20	Avrg.	4	3	2	93.9%	Responded to all features of STEP and has expressed his desire to continue his high school education.
Rec. Aide	20	Avrg.	2	3	3	100%	Originally classified by his teachers as a potential drop-out, his final evaluation indicates some improvement especially in job discipline.
Rec. Aide	20	Above Avrg.	1	3	3	99.0%	Prognosis for school success has improved as a result of joint efforts of STEP-coordinator and social agency to alleviate home conditions which were causative factors for possible school withdrawal.
Asst. Mail Clerk	11	Above Avrg.	6	3	2	84.1%	Pattern of academic failure and truancy has changed since entrance in STEP. Both the boy and his family are cognizant of these improvements and attribute them to this type of program.
Rec. Aide	20	Avrg.		3	3	98.0%	Lacked motivation previous to STEP; now plans to complete his high school course.

Table I (continued) S. T. E. P. STUDEN

42	6/29/46	2/1/62	6/22/62	returned to school	72	Lrg. Thorndk.	Carnivale P.A.L. Cen
43	1/3/46	2/21/62	6/22/62	returned to school	113	Lrg. Thorndk.	Hennepin Pk Rec. Center
44	7/6/46	2/1/62	6/22/62	returned to school	92	Lrg. Thorndk.	East H. S Cafeteri
45	7/23/46	2/1/62	6/22/62	returned to school	98	Lrg. Thorndk.	Kgnsington Golden Age Center
46	7/3/46	2/1/62	6/22/62	returned to school	92	Lrg. Thorndk.	Richmond Senior Center
47	11/21/46	2/1/62	6/22/62	returned to school	89	Lrg. Thorndk.	Jefferson P.A.L.Cente
48	6/7/46	3/28/62	6/22/62	returned to school	109	Lrg. Thorndk.	Board of Education Main Desk
49	3/8/46	2/1/62	6/22/62	returned to school	117	Lrg. Thorndk.	Delaware Park Barn

S.T.E.P. PROJECT GENERAL STUDIES

Case #	Date of Birth	Present School Status	I.Q.	Test	No. Subjects carried	No. Subjects passed	Per Cent Attendance	REMARKS
450	5/1/46	In school	89	L.-Ther.	5	5	98.3%	Plans to continue his vocational course at present school.
451	12/6/46	In school	90	L-Ther.	5	5	93.9%	Attendance continues to be below average and he will continue at present school.
452	12/10/45	In school	86	L-Ther.	5	5	98.0%	Remained in present school.
453	8/4/46	In school	111	L-Ther.	5	3	84.0%	Little indication at present of change in pattern of school performance and behavior.
454	6/7/46	In school	111	L-Ther.	4	1	80.0%	School adjustment has remained unsatisfactory; unstable family situation is a persistent problem.
455	9/5/46	Dropped from school	104	Otis	4	4	60.0%	Dropped from school with a serious record of truancy and complete academic failure.
456	12/12/45	In school	90	L-Ther.	4	4	31.0%	Poor school adjustment; rated unsatisfactorily as unsatisfactory in attendance, discipline and relationships with peer group. Prognosis for continued schooling is poor.
457	9/28/46	In school	106	L-Ther.	5	5	99.0%	No change in school status.
458	6/3/47	In school	94	L-Ther.	5	5	98.3%	No change in school status.
459	4/24/46	In school	110	L-Ther.	4	3	82.0%	Rated unsatisfactory in his academic evaluation.
460	11/5/47	In school	105	L-Ther.	5	5	91.0%	No change in present school status.
461	3/27/46	In school	98	Calf. M.M.	4	0	75.0%	"Unsatisfactory" in his academic evaluation; absented himself from all his final exams. Attendance continued to be poor.

U.S.E.S. PROJECT CENTER, SEATTLE

(continued)

Sheet 2

2	11/26/45	In school	84	L-Thor.	4	0	84.0%	Failed all subjects with extremely poor ratings from teachers in "effort". His attendance record is indicative of his attitudes toward school.
363	9/24/46	Dropped from school	103	Calif. M.M.	4	0	83.0%	Sent to a State Correctional Institution for difficulties outside of school. Failed all subjects with an "unsatisfactory" in his academic evaluation.
364	9/12/46	In school	94	L-Thor.	5	2	89.0%	Continues to dislike school; academic and personality ratings were poor throughout the year.
365	7/5/46	In school	103	L-Thor.	4	2	93.7%	Lacks interest and inclination to do the required work and was rated "unsatisfactory" in his academic subjects.
366	7/15/46	In school	80	L-Thor.	5	4	94.1%	Strongly encouraged by teachers and counselor to complete his high school education.
367	10/13/45	In school	92	L-Thor.	5	5	95.0%	It is doubtful whether he will finish high school because of pressing family problems including financial needs.
368	9/19/45	In school	84	L-Thor.	5	4	91.1%	School is doubtful that he will complete high school in traditional program.
369	10/24/46	In school	83	L-Thor.	5	5	97.0%	Needs intensive individual assistance.
370	11/9/46	In school	86	L-Thor.	5	5	100%	Financial problems at home rather than school adjustment will determine whether he completes his high school education.
371	2/9/45	In school	78	L-Thor.	5	4	100%	Making satisfactory school record under re-adjusted family conditions and will continue to put forth effort unless the home is disoriented again.

(continued)

72	5/17/46	In school	78	L-Ther.	5	0	94.1%	Record indicates habitual association of high school in present program; lacks desirable basic skills for maximum school success.
73	8/8/46	In school	90	L-Ther.	5	5	94.1%	Low parental expectations regarding high school seem to affect his attitudes about attending; in school until graduation.
74	8/15/46	In school	113	L-Ther.	5	5	95.0%	Disturbed home conditions seem to compel him to think in terms of full-time employment rather than graduation.
75	5/17/46	In school	74	L-Ther.	5	3	98.0%	Received "unsatisfactory" in his academic evaluation; does not evince sufficient interest in continuing his formal education.
76	12/13/46	In school	88	L-Ther.	4	2	87.2%	Pattern of truancy and low academic achievement has remained the same throughout the years. Both present and boy have poor concept of the value of a high school education.
77	2/6/46	In school	81	L-Ther.	5	4	93.1%	Attended six different elementary schools; lacks ambition to achieve an educational or vocational goal.
78	7/12/46	In school	89	L-Ther.	5	5	100%	For the present, he plans to continue his formal education.
79	8/1/46	In school	88	L-Ther.	5	3	70.6%	Unsatisfactory school record is partly attributed to home conditions not conducive to good school application and attendance.
80	8/15/46	In school	97	L-Ther.	4	3	90.1%	Needs continual prodding to maintain a satisfactory record.
81	4/30/46	In school	104	L-Ther.	5	2	86.3%	Constantly in difficulty with his teachers; not interested in school.
82	10/27/46	In school	85	Calif. M.M.	5	5	98.9%	Making satisfactory school adjustment.
483	6/6/46	In school	90	L-Ther.	5	5	94.0%	Characterized as a trouble-maker in school; immature and acts out his hostilities.

S.E.E.P. PROJECT CONTROL GROUPS

(continued)

84	6/8/46	In school	93	Calf. 10-59	5	3	94.5%	Requires constant supervision; not interested in school and acts out his hostilities.
85	9/1/46	In school	99	L-Thor.	5	2	83.1%	Background of low academic achievement; wants to join the military service rather than complete his formal education.
86	5/22/46	In school	83	Calf. 10-60	5	4	96.7%	Lacks goals and is weak academically.
87	8/22/46	In school	99	L-Thor.	5	3	89.1%	Prognosis is poor for his completion of high school.
88	6/8/46	In school	79	Otis EM	5	3	100%	Adjusting satisfactorily this year although past record was poor.
89	10/13/46	In school	79	Calf. 10-60	5	2	95.1%	Making better adjustment in Junior High School.
90	7/20/46	In school	99	L-Thor.	5	3	94.5%	Continues to lack interest in school.
91	2/22/46	In school	88	Calf. 10-59	5	4	95.1%	Has serious social and educational problems which prevent school progress.
92	7/4/46	In school	83	Calf. 10-60	5	4	97.3%	Has difficulty getting along with his peers.
93	10/28/46	In school	101	Calf. 10-59	5	5	96.7%	A discipline problem; requires intensive counseling and home cooperation.
94	10/3/46	In school	75	Calf. 10-60	5	5	94.5%	Continues to be dissatisfied with school; lacks ambition and needs constant supervision.
95	7/15/46	In school.	96	L-Thor.	5	5	98.4%	Needs reading; academic performance erratic.
96	11/4/45	In school	91	L-Thor.	5	3	83.6%	Poorly motivated toward school success.
97	12/14/46	In school	89	Calf. 10-60	5	4	95.1%	Parents are insistent that he finish high school.

These data in Table II were obtained in order that comparisons of progress of STEP students and control group students could subsequently be undertaken.

In this connection, the intelligence quotients of STEP pupils and Control group pupils as measured by group intelligence tests, were obtained at the outset of the program to insure that these two groups were of approximately equal intellectual potential.

In Tables I and II, the intelligence quotient of each pupil in STEP and in the Control group was indicated. A summary of these data is shown in Table III below and indicates that the groups are of approximately equal ability.

TABLE III

Summary of Intelligence Quotients* of Pupils
in the STEP Project and Pupils in the Control Group

		STEP Project Pupils	Control Pupils
UNIT I	Average I.Q.	98.2	98.9
	Range	83 - 117	84 - 111
UNIT II	Average I.Q.	89.1	86.7
	Range	75 - 124	74 - 113
UNIT III	Average I.Q.	95.1	90.2
	Range	72 - 117	79 - 104
COMBINED	Average I.Q.	94.1	92.0
	Range	75 - 124	74 - 113

* Based on Group Intelligence Tests

However, in this short time, there are many encouraging sign posts which appear to offer substantive evidence of the success of this project.

A comparison of the attendance of STEP pupils and control group pupils indicates that STEP pupils, on the average, attended school 3.4 per cent more of the time.

Table IV summarizes these findings.

TABLE IV

Summary of Attendance of Pupils in STEP Units and Pupils in The Control Group

		Average Per cent of Attendance
UNIT I	STEP Pupils Control Pupils	88.5 83.5 +5.0 percent difference
UNIT II	STEP Pupils Control Pupils	94.3 93.4 +.9 percent difference
UNIT III	STEP Pupils Control Pupils	97.0 93.7 +3.3 percent difference
COMBINED	STEP Pupils Control Pupils	93.7 90.3 +3.4 percent difference

There appear to be additional reasons for this outcome. The job itself is very important because it gives the boy income and status. It introduces him to the adult world of work and gives him an opportunity to work with adults. It motivates his attendance at school and his efforts to maintain a satisfactory school record. It brings the boys in contact with sympathetic teachers and work supervisors who have developed a close relationship with them and have been helpful to them. This has given the boys a feeling of confidence. Perhaps, for the first time, they receive an image of the school as a friendly and helpful place. The classes taught by the coordinator have been geared to the level that is within the grasp and needs of the boys. Here emphasis has been on group and individual counseling. The materials stressed have been practical and concrete geared to job-orientation, adult living and community participation.

"By learning a trade, I can earn twice as much as the people I work with are paid. The working world is real to me now and I look forward to working full time after I complete my course."

* * *

"My marks are improving. I used to hate school but now I am happy and have spending money besides. I've opened a bank account and plan to finish high school."

* * *

"I think STEP is a wonderful program for boys who dislike school. I really don't like school but since I've been in STEP I like it better."

* * *

"STEP has taught me how to be responsible at school and also at work."

* * *

"STEP has helped me by giving me a better understanding of what will be ahead. It has helped me at home too since now I don't get into any more trouble around the neighborhood."

* * *

"The experience of traveling to work, banking money weekly, buying my own clothes and learning about the working world has helped me to grow up."

* * *

"Thanks to STEP, I get more out of school now than I did before. Now I have to budget my money and spend wisely. I know how to look for jobs and how to talk with the employer."

* * *

"The STEP program has affected me a great deal. It has shown me how much money is really worth. Now I understand why my parents hesitate to give me extra spending money every little while. I've noticed I can tackle jobs now that before would be very hard or even impossible. Before I started the STEP program I intended to quit school but now I realize how much an education means, and I intend to go to school as long as I can."

* * *

"I found my goal in life. Now I want to go to vocational school and learn building trades because I like to work with my hands."

* * *

"Before STEP I was bored with going to school listening all day to things that did not interest me. Now the amount of academic work seems just right. I also like having a job of my own and earning my own spending money. All around I would say this program is just great and I think every boy would be happy with it."

* * *

"I enjoy the work I do at the zoo and it has given me a more responsible view of life. I seem to be improving in my school work too and am saving my money to buy a car."

* * *

"Through STEP I learned life is not all fun and no work. I look forward to my pay check and am learning to manage money better."

* * *

"My opinion of STEP is that the program is good. My marks are improving and I like my job."

* * *

"I like the chance to take the courses I want and also receive work education. The money I earn comes in handy, and through my STEP work experience, I also found after-school work which I enjoy."

* * *

"My STEP job prepares me for the future and makes me feel I am fully grown up and out in life working on my own. I budget the money I make and put one third of it in the bank to save for a college education or a car."

* * *

"I like my job at the Golden Age Club very much and always do my best to help. There is nothing that I am given to do that is too hard for me and everyone treats me like a very close friend."

* * *

"I like the combination of work and school STEP gives me. The money I earned helped me buy my Easter outfit."

"Out of the money I earn in STEP, I buy clothes and my school supplies and bank regularly.

The work is not very hard but it is helping me to get along with other people."

* * *

"My STEP job is working at PAL recreation center. This was a lucky assignment since I enjoy working with younger boys."

* * *

"STEP taught me that labor is hard work so I am going to stay in school."

* * *

"I like the STEP program and think it will succeed in helping boys in high school. I hope to continue in it next year."

* * *

"STEP should prove to boys that a good education is necessary in order to get a better paying job. Boys will be able to get promotions in the future if they are able to do well in their present work."

* * *

"I have learned what hard work you have to do for the rest of your life if you do not have a high school education. We have visited factories to see what different jobs are like. I learned to get along with people at work and also the value of money."

* * *

"I enjoyed my STEP job and the money makes me feel I am on my own. The only thing that I am disappointed about is that I cannot work next year unless I get my own job."

* * *

"Some of the things I learned by working were: getting along with others, being clean and on time every day, doing as I am told, and not playing while I am working. Whatever is assigned should be done well. I felt my spending money was not only nice to have but earned."

* * *

"The clerical work I did at City Hall showed me that this is the kind of work I like and can do well."

* * *

The following observations from teachers are significant in evaluating student progress.

A.

TEACHERS' COMMENTS

"Before STEP he was a pleasant boy often preoccupied and uncooperative. Now if he is stimulated he can do a nice job. He is clean and neat, but a follower rather than a leader."

* * *

"In the beginning he lacked ambition and was totally indifferent but now will work with prodding."

* * *

"Seems to get along better with people since STEP."

* * *

"Showed gradual improvement."

* * *

"Improved in determination."

* * *

"This boy was a sorehead, and liked to be the center of attention. He has improved greatly in attitude and responsibility and tries to impress others with smart remarks less each day."

* * *

"He used to be very uncertain but anxious to please. Now he is reliable and responsible but still a slow learner."

* * *

"Impressed with self, careless and demanding at first. Since STEP he is very cooperative, willing to work and even asked for extra work."

* * *

"This boy was normally cooperative and tried hard to do what was expected of him."

* * *

"Indifferent to school work at first, quiet and respectful now."

* * *

* * *

"Class clown, worked below average until STEP. Now he works hard and up to his ability. Very cooperative, will do extra work on his own, a pleasure to teach."

* * *

"Boy lacked interest in school work, hard to manage. Now he is eager to complete assigned work. Always well behaved and quiet."

* * *

"Courteous, anxious to please but lacks ability. Now he tries hard and works to capacity."

* * *

"Needed prodding, careless and lazy in school before STEP. He now shows much interest in appearance and puts forth at least average effort. He is willing to be helped and sometimes knocks himself out doing class assignments."

* * *

"Boy is doing better in class, both in work and attention."

* * *

"He is well behaved, polite and does the best he can."

* * *

The development of good work habits is a major objective of STEP. It is gratifying to note the progress of these boys in their work experience as indicated in the comments from their work supervisors.

C. COMMENTS FROM WORK SUPERVISORS

"I thank you again for our STEP children. They are most cooperative and very competent. We wonder now how we ever got along without them... it is a pleasure to have them here. Shows potentialities of a leader... would do well as one of our staff members in any capacity."

* * *

"Thank you so much for sending... He is such a good boy, is most cooperative and fits into our program very nicely."

* * *

"Dennis is a real plugger works hard and steady. This library wouldn't be where it is today if it hadn't been for his services. We really appreciate him and the program."

* * *

"Gerald has improved greatly and has developed into a first class worker. I am very happy with him. We wanted to employ him this summer, but he has to be 18 years old."

* * *

"He has done an excellent job. I want a boy as good as Tom next year."

* * *

"Accepts any criticism and is willing to do better...willing to learn."

* * *

"Boys are missed when absent (on field trips, etc.) because the work is planned around them. They have done an excellent job and we are looking for ard to two boys next year that are as good. Sorry to see them leave. Would hire them for the summer if the budget would permit."

* * *

* * *

"Boys are doing all jobs very well--- on time, steady, seem to like the work and learning. Could use my name for reference anytime."

* * *

"Never missed a day of work -- he's a very good laborer."

* * *

"Man in greenhouse has everything good to say about him."

* * *

"Kenneth has indicated that he is willing to improve and all signs of this improvement has been demonstrated in his renewed attitude."

* * *

"Glenn seems to be doing very well. I would not hesitate to hire him for a steady job."

* * *

"A good average worker; should be easily employable."

* * *

"Appearance has improved about 50% since he has been on the job."

* * *

"In the few weeks I have been here, I have been well satisfied with Jesse --- he appears to be a nice boy and a good worker."

* * *

"This young man appears to appreciate the opportunity given him for employment. He is likeable and willing to follow suggestions."

* * *

He displays an enormous amount of initiative and does that rare thing of asking for work. No constant supervision is necessary in his case. After being told what to do, he sticks with it, doing the very best he can."

* * *

* * *

"I think that this lad fits into the highly employable category."

* * *

"Probably will be successful in any employment, particularly after he becomes more mature and better adjusted."

* * *

"This boy seems to have ability and a liking for landscape work."

* * *

"Robert has been progressing much better. His attitude is changing and he is doing more work without being told all the time."

* * *

"His working habits aren't too good but I believe it is because he has never been taught. When shown how to do something, he never answers back but tries to do as shown. With a bit of understanding and encouragement, I believe he will get along all right."

* * *

"An excellent worker and gentleman."

* * *

"Neil has power to be a most satisfactory worker. As shown on the rating sheet, there is very little I could find to criticize. In fact,I hate to lose him."

To gain the confidence and cooperation of parents was essential in strengthening the home-school relationships particularly with potential drop-outs. Their response to STEP was very encouraging as reflected in the following comments.

D. PARENTS' COMMENTS

"My son's attitude at home has improved since he has been in STEP."

* * *

"My son now studies on his own, respects money, and is excited about continuing in school to learn welding. I'd like his brother to be in the program next year."

* * *

"My son is working hard but won't quit. He is conscientious about money and accounts for every cent. He used to be a spendthrift. He seems to have matured as a result of his adult associations on the job and thinks his former friends act childish."

* * *

"He is very good to me and helps with his money. I am pleased because he is continuing school with a better aim and purpose."

* * *

"I am very well satisfied with STEP. My son is now more ambitious than he ever was before."

* * *

"I am very grateful for STEP. My son listens better, helps with his money, and seems to have more ambition and understanding".

* * *

"He takes care of his own money and saves. He is cautious now that he has to earn it. He studies more and wants to go to high school."

* * *

"Saving practically every cent, reading books for the first time. Seems more calm and asks questions at home. He studies hard and wants to take up auto mechanics."

* * *

"This is a wonderful program. It placed him in a job that has made him realize that he can succeed in this type of work despite his handicap."

* * *

"He is interested in something for the first time in his life. He likes the job, watches less T.V. and goes to bed without being told."

* * *

"My son now realizes there is more to life than being a laborer and no longer talks of quitting school. He is happier and doing better in school because he has a lighter load. Father feels program is very helpful but feels son will miss his earnings when it ends."

* * *

"Has overcome childishness, more responsible, gained confidence. This is the grandest thing that happened to our son. He feels a cog in the community, more aware of the world around him."

* * *

"Son has helped with family financial problem and now has a goal for further education."

* * *

"Work has given him a sense of responsibility -- more interested in what is going on because he feels he is part of the adult world. He is learning to get along with people on the job and also to take orders. Best of all he is beginning to learn that he doesn't know it all."

* * *

"Has more self-confidence. Has the money to go to more sporting events which he enjoys with his collegiate brother."

* * *

"Seems more interested in work and books -- has new and positive attitude about high school attendance."

* * *

The consensus of students, teachers, parents, work supervisors and others in the community has been highly favorable. Their evaluations and comments on STEP indicate that significant changes in students' attitudes are developing.

The following comments made by STEP students reflect changes in attitudes and feelings toward the school, home and work.

A.

STUDENT COMMENTS

"I'm easier to live with since I've been in STEP. I look forward to school and work."

* * *

"I've done things like applying for work papers and a job that I never believed I could do."

* * *

"I used to be afraid of leaving school and being on my own. Now I think I could do some kind of clerical work."

* * *

"Now I know how important it is to be trained for working. I've decided not to quit school."

* * *

"My work at the zoo has made me wish to be a doctor. If it hadn't been for STEP I probably would have been suspended from school by now."

* * *

"I learned the value of money and how to S-T-R-E-T-C-H it! I'm also sick of mopping floors! Now I know I need training if I want a decent future."

* * *

"I learned how to act with people and how to take care of my money. My job also introduced me to many wonderful people."

* * *

"STEP has made me realize that if I want money, more education is a must. I'm being shown a possible way to earn a college scholarship through my athletic ability."

* * *

"One thing I'm now sure of is that I have no intention of quitting school and I also want to go to college. I hope STEP continues to help other boys realize the importance of an education. I also learned the importance of getting along with fellow workers."

S U M M A R Y

The primary objective of the School To Employment Program is to motivate potential early school leavers to achieve in school and on the job in order that they may realize the importance of continuing their education. In the event that this is not accomplished, the secondary aim is to prepare these students for employment and adult responsibility.

If students are to make an intelligent choice of an occupation, or to become aware of the opportunities in their own school curriculum, which may be of special value in preparing for certain occupations, they must systematically study the world of work. This was done by putting emphasis on job orientation. As a result, high school boys can select particular aptitudes and the vocational requirements of the community in which they live.

The part-time work experience also provided an opportunity for putting to practical test and use the ideas and attitudes developed in the group counseling class. In some cases in which a boy was unsuccessful in his work station a job rotation system was put into effect. These job changes resulted in opportunities to try out a variety of work situations. Often they gave more practical meaning to the various subjects the student studied in school. The work phases gave the students opportunities to gain varied work experiences and obtain on-the-job counsel from supervisors. This resulted in an awareness that some students require strong motivation to learn and also provided the students with opportunities to work with adults on the job. This training developed the students' confidence and ability to work with others.

There are many other results of the program. STEP brought a close relationship between the student and the coordinator. Individual and counseling was the heart of the guidance process with these experimental students. However, most of the effects of the counseling process are obviously derived and can only be evaluated subjectively rather than measured. Nevertheless we can conclude that, as a result of successful high school placements, evidences of better school adjustment are definitely indicated. A study of case records and teacher evaluations show an improvement in behavior patterns and attendance. Marks have not improved as much as conduct and attendance; however, there are signs of a definite upward trend. Since a boy receives job credit and he is in three regular school subject classes, this program makes readjustment to a full high school course easier than if the program were isolated from the rest of the high school program. The composite training reports from work supervisors rated the majority of the boys average or above in most areas.

(Summary - continued)

A modified educational program is thus essential to alter the pattern of behavior among the potential early school leavers. Built into STEP were distinctive features designed to achieve this purpose. There is need, however, to implement the program with these additional emphases and practices:

1) Expand work-experience opportunities to include private employment.

2) Include selected 16 year old students in STEP; at this age, they would be more readily identifiable as potential drop-outs and would also be eligible for a wider variety of jobs.

3) Job rotation should be in effect on a systematic basis.

4) The focus of counseling should be family-centered especially among the pupils who come from disturbed homes or from families where financial problems determine whether or not the pupil will graduate from high school.

5) The STEP Program should be flexible to allow additional time to students for supervised study and tutoring, if necessary.

APPENDIX A

BOARD OF EDUCATION - BUFFALO, NEW YORK
PUPIL PERSONNEL SERVICES

-

REFERRAL SHEET - PROJECT S.T.E.P.

Name (print) last name first _____ High school attending _____

Address _____ Date of Birth _____

Father's name _____ Occupation _____

Mother's name _____ Occupation _____

Telephone _____ Grade - Course _____

Standardized test results _____

_____

_____

Reasons for recommendation to this program _____

_____

_____

_____

_____
High School Principal

Date _____

APPENDIX B

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

PUPIL'S AGREEMENT

Date_____

I have discussed "School To Employment Program" and "Pupil's Agreement with the Coordinator of Special Employment" WITH MY PARENTS. If permitted to work at _____, I agree:

1. To be in school and on the job EVERY DAY UNLESS SICK IN BED. If absent from school or work my parents or I must call:

   _____My Employer My School

2. To report any trouble on the job to_____promptly. I understand I cannot quit the job without the coordinator's permission unless I am dismissed by my employer for unsatisfactory work. IN THAT EVENT, I WILL LOSE MY CREDIT FOR EMPLOYMENT unless I am given another job and prove satisfactory.

3. To inform my friends that they must not come to my place of employment and must not call me on the telephone. My parents may call only in case of an emergency.

4. To do my best, to do my work as my employer wishes me to do it.

5. To keep myself neat and clean.

6. To do my best in school. This includes:

   a. Taking all necessary supplies to each class.
   b. Keeping a notebook with divisions for each academic subject. Each division has sections labeled assignments, new words, class notes, and study notes.
   c. Completing the day's assignment for each class every day.
   d. Making an effort to review daily.
   e. Being a HELPFUL, COOPERATIVE school citizen.
   f. Arranging to make up any required after-school time in the morning, if I work in the afternoon. I MUST NEVER USE THIS PROGRAM AS AN EXCUSE for not meeting any school requirement. If I have trouble making arrangements, I must report to the coordinator who will help me find a solution to my problem.
   g. Sending_____a report of all my grades immediately after receiving my report cards.

7. To keep a record of the money I earn and the way I spend it. This is part of my training and I will be happy to discuss it with the coordinato

8. To go directly home from my job. If I go out for the evening, it will be from home and with my parent's permission.

I understand if I make a satisfactory record in SCHOOL and on the JOB, I will receive credit for this employment which counts as elective hours toward a regular promotion from Junior high school and the earning of a diploma from senior high school.

_____
(PUPIL)

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

SCHOOL TO EMPLOYMENT PROGRAM

This school program has as its objective the development of interest, attitudes, habits and skills which will equip young men for obtaining a real goal in life.

Participants in this program are students who are mentally and physically capable of High School graduation but who, because of a lack of interest and incentive, are likely to drop out of school before they reach that objective.

Pupils can profit by this program in one of three ways:

1. Interest in school work may be generated to a point where they wish to re-enroll in their regular school course.

2. Secure a high school diploma through participation in the S.T.E.P. Program.

3. Receive training which will assist them to succeed in work of their choice.

Program Procedure:

A. Students will devote half of their school day to academic studies at _____ High School. They will attend regular classes and secure regular school credit.

B. Special part-time work will be given them for the second half of the day. For this, they will receive both school' credit and remuneration.

C. A teacher-coordinator will be advising and assisting them at all times.

I understand the program as it is related to my son and I give my permission for him to participate in it.

Date _____ (signature)_____

APPENDIX D

BOARD OF EDUCATION
BUFFALO, NEW YORK

PUPIL PERSONNEL SERVICES - GUIDANCE

PUPIL EVALUATION REPORT - CONFIDENTIAL

me..... Homeroom..... Date.....
Last *First*

To the Teacher.....

The purpose of this Evaluation Sheet is to enlist your co-operation in evaluating the following characteristics of the above named pupil. After completion, please return the form directly to counselor. DO NOT give this sheet to any student.

....
Counselor *Principal*

In spaces below, please check the qualities which in your judgment most nearly describe this person.

Health	.... Excellent .... Good .... Poor
Appearance	.... Makes favorable impression .... Average .... Careless about appearance
Manners	.... Unusually courteous .... Generally pleasant .... Frequently discourteous
Initiative	.... Self-starter .... Does assigned work .... Needs prodding
Accuracy	.... Makes few mistakes .... Makes some mistakes .... Makes many mistakes
Co-operation	.... Anxious to co-operate .... Willing to co-operate .... Not interested in co-operating
7. Dependability	.... Inspires confidence .... Follows instruction .... Requires constant supervision
8. Leadership	.... Strong .... Average .... Follower
9. Ambition	.... Works hard to get ahead .... Puts forth average effort .... Lacks ambition
10. Scholarship	.... Above average .... Average .... Below average

COMPOSITE REPORT
(This space to be used by Counselor)

	1	2	3
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

TEACHER'S COMMENT
(Each teacher is URGED to make some special comment here)

.....

.....

(Signed) .....

APPENDIX E

APPENDIX E

51.

TIME CARD

		School	Time of Arrival	Time of Departure	Signature
THURSDAY	A. M.				
	P. M.				
FRIDAY	A. M.				
	P. M.				
SATURDAY	A. M.				
	P. M.				
SUNDAY	A. M.				
	P. M.				
MONDAY	A. M.				
	P. M.				
TUESDAY	A. M.				
	P. M.				
WEDNESDAY	A. M.				
	P. M.				

IN ORDER TO RECEIVE CREDIT FOR *TIME*, IT IS NECESSARY TO SECURE THE SIGNATURE OF EITHER THE PRINCIPAL OR ENGINEER, SHOWING ARRIVAL AND DEPARTURE.

TRAINING REPORT

School To Employment Program — Buffalo Public Schools

Student _____ Agency _____ Work Experience _____
Supervisor _____ Hours worked this week _____ Week Ending _____

Please rate the student in the following areas by circling the appropriate item. Give your frank opinion, as the trainee wants to improve so that he will become a successful worker.

1. QUANTITY OF WORK (consider speed and amount)

   High — Average — Low

2. QUALITY OF WORK

   Thorough — Average — Poor — Careless

3. DEPENDABILITY

   Always on time — Reliable — Regular attendance — Gropes for excuses — Unreliable — Irregular attendance

4. INDUSTRY AND INITIATIVE

   Completes assignments promptly and efficiently — Does additional work without being told
   Requires normal amount of supervision — Needs constant supervision

5. COOPERATION

   Respects rules — Volunteers assistance — Works well with others
   Indifferent — Often breaks rules — Difficult to get along with

6. COURTESY

   Practices common courtesies — Needs help with manners

7. GENERAL ATTITUDE

   Shows enthusiasm — Hostile — Agreeable and well-liked — Is appreciative and accepts criticism

School To Employment Program

TRAINING REPORT

8. GROOMING AND HEALTH HABITS

Nails:	Clean	Neglected	
Hair:	Neat	Unkept	Suggest barber or hairdresser
Teeth:	Healthy	Offensive	Suggest physician or dentist
Skin:	Clear	Blemish	
Posture:	Good	Poor	
Make-up:	Correct	Extreme	
Shoes:	Shined	Neglected	

Daily bath, clean clothes and deodorant appear routine: (YES) (NO)

9. PERSONALITY AND OUTLOOK

Cheerful Moody Smiles Often Antagonistic Sullen Has Charm Slow Moving Indifferent

10. DEGREE OF EMPLOYABILITY

Employable Placeable with some difficulty Placeable with considerable difficulty Unemployable
Probably unemployable

Please return to _____ Teacher-Coordinator

_____ S.T.E.P.

(use reverse side for comments)

APPENDIX G

BUFFALO PUBLIC SCHOOLS

School To Employment Program

STUDENT PROGRESS REPORT

Name_____ Date of Birth_____

Date entered program_____ Date left_____

Will he participate in S.T.E.P. next year_____

Reason for leaving S.T.E.P.

A. Dropped for lack of progress_____

B. Returned to school full time_____

C. Entered full time employment_____

D. Dropped out of school_____

E. Transferred to another school_____

F. Other_____

_____

_____

_____

_____

_____

I.Q._____ Title of Test_____

_____

Work Station

A. Public employment

1. Agency_____

2. Job Title_____

3. Number of weeks_____

STUDENT PROGRESS REPORT

B. Private employment

1. Name of Organization_____

_____

2. Job Title_____

3. Number of weeks_____

Supervisors evaluation (work station)

Superior_____ Above Average_____ Average_____ Below Average_____

Number of parental contacts_____

Subjects carried_____

Subjects passed_____

_____

Attendance_____

(% of days present of those possible while in S.T.E.P.)

Remarks:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date_____

APPENDIX H

BUFFALO PUBLIC SCHOOLS

School To Employment Program

CONTROL GROUP

Name_____ Date of Birth_____

I.Q._____ Title of Test_____

_____

Present school status:

A. In school_____

B. Dropped from school_____

C. Transferred_____

D. Other_____

_____

_____

Academic evaluation

Superior _____ Above Average _____ Satisfactory _____ Unsatisfactory_____

Subjects carried_____

Subjects passed_____

_____

Attendance_____

(% of days present of possible days)

Remarks:

_____

_____

_____

_____

_____